

Assessment and Accountability

Update on Assessment & Accountability
Education Interim Committee
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Impacts of COVID-19 on Public Education

Effects of 2020 assessment waivers

Current issues and recommendations related to assessment and accountability due to COVID-19

Senate Bill 3005 – April 22, 2020

Requirement	Impact
Reporting (School Accountability System)	School report card published with available data but no overall rating
School Turnaround and Leadership Development	<ul style="list-style-type: none">• We were unable to designate low-performing schools• The USBE established a review panel that provided cohort I and II schools an opportunity to present evidence they have made substantial and sustainable progress
Effective Teachers in High Poverty Schools Incentive Program	USBE will be unable to determine eligibility of teachers for the additional compensation in 21/22
SOEP reporting requirements	USBE was unable to include student proficiency rates in the annual report
Assessments	USBE was unable to collect certain state assessment data – beginning March 16, 2020



U.S. Department of Education – March 27, 2020

Requirement	Impact
Assessment	No penalty for not administering federal accountability assessments
Accountability & School Identification	<ul style="list-style-type: none">• Not required to identify critical needs schools or low performing student groups in using data from 2019-2020 school year• Comprehensive or targeted support and improvement schools were required to maintain that identification status in 2020-2021
Report Card	Assessment related data not included on the school report card

See, “U.S. Department of Education Waiver”



53E-4-301.5 Legislative Intent (State Assessments)

- (2) The state board shall ensure that a statewide assessment provides the public, the Legislature, the state board, school districts, public schools, and school teachers with:
- (a) evaluative information regarding the various levels of proficiency achieved by students, so that they may have an additional tool to plan, measure, and evaluate the effectiveness of programs in the public schools; and
 - (b) information to recognize excellence and to identify the need for additional resources or to reallocate educational resources in a manner to ensure educational opportunities for all students and to improve existing programs.



What are primary threats to summative assessment in 2021?

- Logistics: Is it safe, feasible, or practical to test students?
- Equitable Access: Do all students have a legitimate opportunity to access learning and participate comparably in the assessment?
- Utility: Under the circumstances, are assessment results an accurate, fair, and/or useful measure of student achievement?
- Limited Resources: Are the benefits of assessment sufficient to justify the time and resources to support it?

These factors are not comprehensive, uniform, or mutually exclusive. The path forward is uncertain and will require flexibility.



Should we proceed with state assessments?

Despite these risks, we believe there is an increased need for academic achievement and growth data to help parents, educators, administrators and policy makers understand and respond to the affects of COVID-19.



Mitigation Tactics

1. Extend assessment windows
2. Support remote proctoring options when feasible
3. Increased tolerance for reduced student participation



Testing Timeline



* Indicates remote proctoring is available



Testing Timeline

Utah Aspire Plus
March – May

RISE Spring
March - June

March - April
ACT

April – June
Acadience EOY *
PEEP – Exit *
KEEP – Exit *

* Indicates remote proctoring is available



Interpretation and Use

- We are concerned that 'status quo' interpretations and uses of test scores can proceed. What are the implications?
- Tests results will likely need to be decoupled from accountability uses for students, educators, and schools



What are primary threats to Accountability?

- Validity: Can the test scores obtained during a pandemic produce data that can be interpreted and used in the existing school accountability system?
- Student Growth: We are unable to calculate student growth using the current method. Switching to a skip-year calculation can change the school determinations.
- Weak Data: Acting on weak data carries considerable costs and risks, such as misrepresenting achievement, unjustifiably focusing resources, and exacerbating stress and anxiety.



Calculating Skip-Year Growth

- Assuming summative testing occurs as usual in spring 2021, calculating skip-year growth from 2019 to 2021 will be fairly routine.
- In Utah, student growth cohorts will be :
 - ELA and Math, Grade 3 to 5, 4 to 6, 5 to 7, 6 to 8, 7 to 9, 8 to 10
 - Science, Grade 4 to 6, 5 to 7, 6 to 8, 7 to 9, 8 to 10
- Interpretation, however, may be far from routine.
 - Two-year academic student growth instead of a single year.
 - No growth measure for 4th graders for ELA and Math and 5th graders in Science due to lack of prior test in 2019.



Using Growth for Accountability: Analysis

- We investigated whether skip-year growth dis/advantages **certain types of students**.
- We investigated whether skip-year growth dis/advantages **certain types of schools**.
- We had the Center for Assessment conduct the skip-year growth analysis using the most recent (2017 to 2019) Utah data.
 - The Center has conducted the same analysis in 10 states in preparation for 2021.

See *“Summary of Utah Skip-Year Growth Analysis”*



Using Growth for Accountability: Summary

- We found the absolute difference in mean/median SGPs for schools *are* likely large enough to change accountability growth scores for schools.
- As such, we have reservations about using skip-year growth in lieu of one-year growth in 2021 .
 - 2019 to 2021 conditions are expected to be much different (and currently unknown) compared to 2017 to 2019.
 - OTL is likely a significant issue due to varying levels of parental and school support during the pandemic. This will likely substantially impact spring 2021 test results (status and growth).
 - Thus, if skip-year growth cannot be substituted for one-year growth in “before COVID” times, then it is very unlikely to be valid in 2021.



Going Beyond Accountability

- Skip-year growth data in 2021 opens the door to numerous analytic investigations that go beyond accountability calculations most states perform.
- Two important investigative tracks we can pursue:
 - Investigate different impact on student learning for various student groups.
 - Investigate the overall impact on student learning for the state and for various student groups.



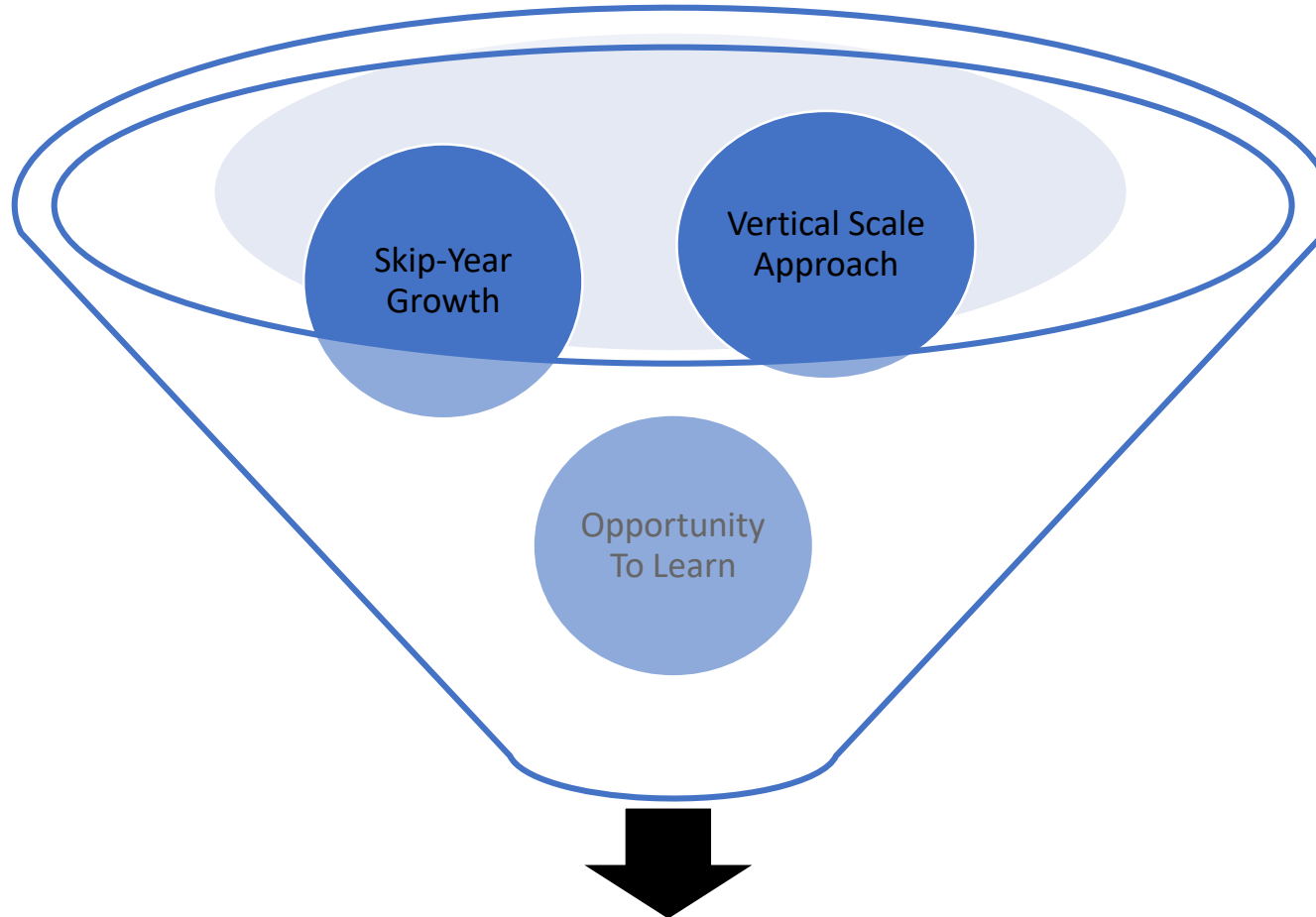
Vertical Scale Analysis Approach - Example

Grade 3 to 5 ELA	All Students	Below Proficient	Proficient or Above	Low SES	ELL	Special Education
2015 to 2017	xxx	xxx	xxx	xxx	xxx	xxx
2016 to 2018	xxx	xxx	xxx	xxx	xxx	xxx
2017 to 2019	xxx	xxx	xxx	xxx	xxx	xxx
2019 to 2021	???	???	???	???	???	???

Grade 3 to 5 Math	All Students	Below Proficient	Proficient or Above	Low SES	ELL	Special Education
2015 to 2017	xxx	xxx	xxx	xxx	xxx	xxx
2016 to 2018	xxx	xxx	xxx	xxx	xxx	xxx
2017 to 2019	xxx	xxx	xxx	xxx	xxx	xxx
2019 to 2021	???	???	???	???	???	???

State Assessment Analysis

Investigate the impact on student learning for various student groups



Investigate the overall impact on student learning for the state, LEAs, and schools.

Descriptive information to support understanding of and guiding response to some of the educational challenges of our day.

What is Opportunity to Learn Data?

This data informs a students' learning context and can be very valuable in helping us accurately interpret test score data.

Examples:

Access to a device

Access to broadband

Engagement

School setting

Type of instruction

Amount of instruction

School schedules

Availability of support

USBE Motion

1. Do not use skip-year growth for accountability purposes
2. Take steps to relieve schools from federal and state accountability determinations based on 2020-2021 assessments



State - Relief from School Accountability

Extension of waivers

Statute	Title	Consequence
53E-5-211	Reporting (School Accountability System)	No overall school rating would be calculated or published
53E-5-302	School Turnaround and Leadership Development	No low-performing schools would be identified in the fall of 2021
53G-7- 1304	Teacher and Student Success Program	Each LEA's governing board will be unable to determine if a school is succeeding in school performance (i.e. commendable, exemplary, or increased overall grade by 1% or more

Federal - Relief from School Accountability

Addendum	Amendment	Waiver
<ul style="list-style-type: none">• Addresses changes to CSP that are needed in response to the 2020 waivers granted due to COVID-19• Seen as an “extension” of the 2020 waivers• Changes addressed are temporary in nature & only apply for the 2020-2021 accountability cycle	<ul style="list-style-type: none">• Generally addresses changes to CSP• Exists outside of 2020 waivers granted due to COVID-19, but could be in response to COVID-19 impacts• Changes addressed are more permanent and meant to apply long-term	<ul style="list-style-type: none">• Addresses any statutory or regulatory requirement re: ESSA that a State wishes to have flexibility from the application thereof• Separate process from amendments• Not considered a “change” to the CSP

